

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIII.

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J. S. MERWIN Managing Editor
JERIAH BONHAM, } Associate Editors
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WE have seen the compensation of our teachers nearly doubled in all the States where this JOURNAL circulates, and the length of the school terms materially increased; though they are yet too short.

One of our liberal contemporaries, in speaking of its direct money value to the teachers, said:

"They have wisely and zealously aided it until one hundred and fifty thousand copies were put into circulation. At the close of the year the report of the Superintendent of Public Instructions for Missouri showed an average increase of teachers' wages of \$19.62. Of course, it was not claimed that all credit was due this JOURNAL but that it was an active and prompt factor in securing this desired result, no intelligent person will deny."

A LARGE number of teacher's institutes will be held during the next 60 days.

Our teachers seem determined to prepare themselves for the larger duties and the greater responsibilities devolving upon them, as the school system grows in its demands and in its power.

We beg of the conductors, to be lenient this hot weather, and let the girls, and the boys, spend considerable time in the shade. Make the sessions short, interesting and instructive. By all means have some good music for the evening lectures and the other public exercises.

The county institute is of great importance in starting the teachers upon a line of study outside of, and beyond

the text books. They get enough of that in the daily drill in the school room. Let us give them something better in the general exercises at the institutes which are held.

THESE teachers are the democrats of thought which will ripen into democrats of action.

INTELLIGENCE is full of democracy.

By all means have your books and other packages sent by mail registered.

THE safety of the people—is the supreme law. No parent has the right to say that his child shall remain ignorant.

He has no right to breed fire brands and death to the society of which he is a part and to which he owes everything himself."

PROF. J. M. WHITE, President of the Southeast Missouri State Teachers' Association, has a fine program of the exercises of the occasion. Write him for full particulars, at Farmington. The meeting promises to be both large and interesting.

GOOD music, good speaking, good cheer and enthusiasm, all help to create public sentiment. These points should not be over-looked in arranging for institutes this summer.

OUR teachers will find it profitable to utilize the local papers to work up an interest in the institutes to be held. They create an evergrowing, intelligent constituency for the local papers in all the States, and thus render an equivalent many times over for any help given them.

IT MIGHT be safe for us—perhaps—at this distance from Mountain Grove, Mo., to suggest that Prof. W. H. Lynch, from his large experience as an educator and an organizer, he would make a first-class State Superintendent of Public Schools.

MOUNTAIN GROVE, MO., will either have to suppress Prof. W. A. Lynch and the Mountain Grove Academy or else it will have to build more houses and larger ones, more churches and larger ones, more stores and larger ones, more public halls and larger ones, and a larger railroad depot.

Real estate is advancing in price rapidly, not only in the city, but the fine farming lands adjacent to the city, are growing in value. The beautiful homes, rose-covered and vine-clad are owned by the people—the solid brick-block stores are owned by the occupants—the beautiful bank building, conveniently and elaborately furnished with a good working capital is owned and managed by residents of Mountain Grove.

All the solid, splendidly equipped trains of the Kansas City, Springfield and Memphis R. R. Co., stop at Mountain Grove.

Mountain Grove, too, furnishes its own well-trained and well-drilled brass band, to meet their friends early and late. We ask with Shakespeare:

"What harmony is this,
My good friends, hark!
Marvelous sweet music!"

No one thing demonstrates the growth of public sentiment in favor of good schools more than the building of fine school-houses. The Tipton Times, of Missouri, states that the bonds to build the school-house of Tipton were taken by a local banking institution at a premium of more than 2½ per cent. This bid shows not only confidence in the management of the School Board, but in the public sentiment which enables the Board to build so fine a school-house in this thriving city. It will meet a growing demand of the constantly increasing school population.

Great credit is due Prof. Clark for the good work he has done the past year, and we are glad to know that his services have been retained for another year.

OUR teachers do more of what is good than what is beautiful—but the beauty and the strength both come by virtue of their work.

"PRINT it," says Carlyle, "and all learners far and wide, for a trifle had it, each at his own fireside—more effectually to learn it."

Yes, when our teachers circulate the printed page a great thought can be read and re-read until all acquire it.

All that a high school—a college—a university can do for us is but what our first school began doing—teach us to read.

WHY not great minds in humanity, as well as great trees in the forests, as well as great peaks at the horizon. Whoever reads enough becomes great.

By reading, one penetrates into the impenetrable and goes up into the region of the boundless—in virtue, in conscience and industry. It is *ignorance* which limits, binds and belittles men in thought and in action.

THESE master souls—these guiding, inspiring intelligences—whence come they but from reading and more reading.

By reading, the insufficiency of the one gets the excess of the other—the strength, the knowledge, the virtue of the other. Our teachers begin to fully realize this. Our teachers are reading—pupils are reading—the people are reading. This is the most hopeful, the most auspicious sign of these times. By reading the inferior is made superior. We lack the superior too much. Reading will not only remedy this, it will give us superiority.

THE person who reads, he is the seer, the calculator, the genius, the navigator, the legislator, the prophet, the poet, the teacher, the hero! The best moves on and gets circulation through the reader.

THESE teachers, these missionaries of light, these legatees of God, they bring knowledge, unity, harmony, power.

THESE lofty souls, these readers, have they not seen something beyond? They are full of a previous as well as a present world. They have a certainty that is clear not confused, they know, these readers become great, inevitably.

IGNORANCE is evil—to be evil is worse than to do evil. The reader is taught better than to be evil. Ignorance is limitation, darkness, evil. Knowledge is light, power, goodness. The reader gains the latter. Our teachers train in this direction—nay, more, *insure* knowledge. What work so great as this?

YES, to the ignorant person, the unknown in man and the unknown in things, confronts and vanquishes him. To the reader—the intelligent person—it becomes a source of strength, and he solves the problems of life, and becomes a victor.

EVERY copy of a printed sheet is, in the hands of a reader, a germ, and has its own possible regeneration in tens of thousands of editions. The unit in printing is pregnant with the innumerable and universal. Deprive civilization of the reader and you have the "Darkest Africa" here and now.

BEFORE printing and the reader came, it was possible for a masterpiece to die. Now it is both, ubiquitous and immortal. The printer and the reader are here—everywhere.

THE TWO EVENTS IN LIFE.

"Thee will I love,
And with thee, lead my life."

—SHAK.

THE graduate of a college or university is accustomed to celebrate two events of his life. He keeps a yearly feast in memory of his birth—The first great event of his life was his advent on this planet. The second was his education at the college. He ever holds in honor and reverence the mother who gave him birth and subsequent nurture; he likewise holds in honor his spiritual mother—his Alma Mater, and celebrates on all fitting occasions his spiritual new birth or palingenesis.

As natural beings, as animals, we live but do not know our living. Only as educated beings do we live a conscious life in the high sense of the word. Only by education do we go out beyond ourselves as mere individuals and enter into our heritage of the life of the race.

The uneducated consciousness of the mere animal does not enable him to take up the experience of his fellow animals and appropriates its lessons in the form of moral and scientific ideas. Only to a small extent does he avail himself of the lives of others. Only the species lives on while the individual metamorphosis of life and death takes place. But the animal capable of education can go beyond his individual experience and avail himself of the lives of all. For the educated there is vicarious experience. He may live over in himself the lives of all others as well as his own life. In fact, each lives for all and all live for each on the plane of educated being. On this plane the individual may be said to ascend into the species and we can no longer say of him what we say of the mere animal—the species lives and the individual dies. For individual immortality belongs to the being that can think ideas. Because ideas embody the life experience of the race and make possible this vicarious life of each in all. The religious mystery of vicarious atonement, is, we may see, adumbrated in this the deepest fact of our spiritual existence. The mistakes and errors of each and every man as well as his achievements and successes all go into the common fund of experience of the race and are converted into ideas that govern our lives

through education. The human race lives and dies for the individual man. All the observation of the facts of the universe, all thinking into the causes of those facts by this process is rendered available for each man. He may re-enforce his feeble individuality by the aggregate feeling and seeing and thinking of all men now living and of all that have lived.

No wonder that the college graduate loves to celebrate the great event of his life, his spiritual new birth. Not to say that all education is obtained at college—for civilization itself is one vast process of education going on for each individual that participates in it from the cradle to the grave. But the college educated man remembers his narrow intellectual horizon and the closeness of his mental atmosphere in the days before his academic course of study; and he remembers well the growth and transformation that began there through the benign influences of that "cherishing mother." He there saw great men—men of lofty character, of deep learning and of world-wide reputation. He came into contact with them in the lecture room and at the religious services in the chapel and to some extent in social life. He had entered a sort of community and now lived in a brotherhood of students like himself forming a great family all animated by one purpose: that of mental or spiritual growth. The student learns not merely from books and professors, but from his fellow students, learning to know himself by seeing his image reflected, magnified and enlarged as it were, in the spectacle of an entire class or the entire college. Each student measures his actual realization by the side of the ideal held up by his fellows and he does much to rid himself of his eccentricities and provincialisms, his low motives, his philistinism by the help of his college mates, gaining more perhaps through their friendly jibes and sarcasm than through their advice and counsel.

While he is shaping his conduct of life in harmony with the student ideals, he is at the same time undergoing a mighty change in his aspirations. Above his class he sees advanced classes performing with ease daily tasks in the study of language, mathematics and science that seem to his undisciplined powers little short of miracles. The freshman looks up to the seniors as intellectual giants. One year of college growth causes a vast abyss of achievement and power to yawn between the present and the former stadium of growth.

THESE readers, these great newborn souls—renew life, science, poetry, art, life. They are and become more and more a creative power in every community. Ignorance knows nothing, cares nothing for all this. The readers are the redeemers.

THE reader lights up his own soul, and that illuminated lights up all

souls. The readers grow into what we call men of genius—that is, they have a clearer insight—more knowledge. These teachers teach the people to read. What work is so great as that?

THE GREATEST LESSON.

"Learn of the wise and perpend."

—SHAK.

PERHAPS the greatest lesson that we learn in college education is this knowledge of our possibilities. If one year's growth through the study of certain subjects under the direction of tutors and professors can so lift us above ourselves, we infer that we are in a great measure the masters of our fortune. Learning or the industry that acquires it is a sort of talisman which may lift us out of our "low vaulted past" and places us on heights of directive power. There is a promise and potency in the study of these branches which are learned in the college, a promise and potency to enlighten us and produce in us a sort of metamorphosis out of ourselves—out of ourselves as puny individuals into our great self as the race.

This is what the second great event of our lives, namely our new birth from our Alma Mater meant to us and still means. Our first birth gave us life, feeling and locomotion—gave us individuality—and all of these are good things.

Our second birth gave us community with all fellowmen through thought, it secured for us our heritage in the wisdom of the race. It gave us personality in the place of mere individuality, using the word "personality" in a technical sense to signify a higher potency than individuality—in short an individuality that combines with other individualities, namely its fellow-men, and re-enforces its single might by the might of all.

This glance at the high place held by college or university education piques us to inquire next into the make-up of the course of study. What is the peculiarity of this course and in how far does it contribute to the power of the student. We need not further discuss the advantages of association with a large body of fellow-students all inspired with the one high purpose of overcoming the difficulties of comprehending human learning by means of industry. For even the poorest and unworthiest of students, the veriest shirk is industrious and cannot advance with his class unless he works much. Nor is it necessary to dwell upon the educative value of the spectacle of high character and deep learning that the student beholds in the college faculty or of the spectacle of increased power gained by classes after one, two or three years of college residence. These elements of education are obvious enough. But our interest concentrates on the function of the course of study in producing the mental emancipation of youth. What is a lib-

eral course of study? This question is a very important one for those who advocate University Extension. For the youth in his home far distant from the university may be aroused to industry on the lines of intellectual mastery. He may not gain the stimulus of direct personal contact and the self-knowledge that comes of seeing the growth of one's equals, but he may still gain what is not the least of the three educative results of the university—he may master the course of study which gives him the most insight into the world of nature and the world of human civilization.

The University Extension scheme may lay out courses of study and hold severe examination tests that will be sufficient to stimulate the aspiration and guide the labors of vast multitudes of youths and adults who have been debarred from the privilege of college residence.

At the very beginning of our inquiry we see that it will not do to suppose that the what one studies is indifferent, and that the mere fact of continued and persevering study on any lines haphazard, is all sufficient to make a university education. For no amount of study on the phase of primary education or even of secondary education will ever give one a university education.

HIGHER INSTRUCTION.

"Virtue and that part of philosophy
Will I apply that treats of happiness."
—SHAK.

HIGHER instruction differs from lower instruction chiefly in this: lower instruction concerns to a greater extent the mere inventory of things and events and has less to do with inquiring into the unity of those things and events. Higher instruction deals more with the relation of things and events. It investigates the dependence of one phase upon another and it deals especially with the practical relation of all species of knowledge to man as individual and as social whole. This latter kind of instruction, it is evident, is ethical, and we may say therefore that it is a characteristic of higher education that it should be ethical and build up in the mind of the student a habit of thinking on the human relations of all departments of inquiry. In the lower instruction the ethical is taught by precept and practice. In higher education the mind of the student is directed towards the ethical unity that pervades the worlds of man and nature as their regulative principle. The youth is emancipated from mere blind authority of custom and made free by insight into the immanent necessity of ethical principles. Hence it is evident that philosophical investigation must constitute a leading feature of the method of higher instruction.

Not a mere inventory, not a collection or heap of mere information is de-

manded of the university students; not even the systematization of the facts and events inventoried, the mere classification and arrangement such as is done by secondary instruction will suffice for the university. It demands profound reflection, it insists that the pupil shall see each branch in the light of the whole. It directs him to the unity underlying and making possible the classifications and systems as well as the inventory of the details themselves. It seeks as its highest aim in its instruction to give insight to the mind of the student.

GREAT men love great men. Dante called Virgil his master, but Virgil was less than Dante. Sovereign, great souls recognize other sovereign great souls. Such homage is god-like. The reader, knowing, strides on with the steps of a king among men.

WHAT shall we read? Read the Bible, read Shakespeare, read Dickens, read for illumination and for strength, read for culture, read the works of genius. Think of it—but 48 copies of Shakespeare were sold in fifty years! How bigoted and wicked and infernal men were when there were no teachers and consequently no readers.

THE WINE OF BEAUTY.

"Whose beauty did astonish the survey
Of richest eyes."
—SHAK.

ONE of the most attractive phases of the trip to the mountains, via the Northern Pacific R. R., after leaving the vast stretches of prairie land, filled by the most approved modern methods, on a scale of magnitude commensurate with its almost limitless extent are the wonderful contours of the mountains, the rocks, the sweep of the valleys, and the wine of beauty in color.

Let us learn to look for this in this unconsumed space of sky-scape, landscape and water-scape. Twice, every day, as Willis has charmingly said, "nature pours with lavish hand the wine of beauty,—in the early morning, and evening, when the long shadows fall. In this mountain region the saying is more true,—not only as to shadows, but in regard to colors. Her richest flasks are reserved for the dessert hour of the day's feast. Then they are bountifully poured.

Then flows again.
The surge of summer's beauty; dell and crag,
Hollow and lake, hill-side, and pine arcade,
Are touched with the splendors of color.

Yes indeed, it is the wine of beauty that is poured out over the world now. Who can give the key to that magic of the evening sun by which he sheds over all the landscape the most various juices of light from his single urn?

In Moses' time, nature, in the regard of science, was only a bush, a shrub. Now it has grown, through the researches of the intellect, to a

system. The universe is a mighty system of beauty; and the great truth for us to connect with the majestic science of these days, and to keep vivid by a religious imagination, is, that from the roots of its mystery to the silver-leaved boughs of the firmament, it is continually *filled with God*, and yet unconsumed."

Can we wonder that the love of elegant dress is a permanent passion in half the human race, when the dumb hills and the great mountains are attired in apparel so shapely, and so richly and variously hued? And is human nature to be abased by the gorgeous costumes that counterfelt the most precious satins, cloths, and shawls, which the tilted granite is allowed to wear?



Rev. Dr. Talmage says these 'Gothic arches, Corinthian capitals, and Egyptian basilicas were built before human architecture was born; huge fortifications of granite constructed before war forged its first cannon; Gibaltars and Sebastopols that never can be taken; Alhambras, where kings of strength and queens of beauty reigned long before the first earthly crown was empearled; thrones on which no one but the King of heaven and earth ever sat; fount of waters at which the lesser hills are baptized, while the giant cliffs stand round as sponsors.

"For thousands of years before that scene was unveiled to human sight, the elements were busy, and the geysers were hewing away with their hot chisels, and glaciers were pounding with their cold hammers, and hurricanes were cleaving with their lightning strokes, and hallstones giving the finishing touches, and after all these forces of Nature had done their best, in our century the curtain dropped, and the world had a new and divinely inspired revelation, the Old Testament written on papyrus, the New Testament written on parchment, and now this last testament written on the rocks.

"Hanging over one of the cliffs, I

looked off until I could not get my breath, then retreating to a less exposed place, I looked down again. Down there is pillar rock that in certain conditions of the atmosphere looks like a pillar of blood. Yonder are fifty feet of emerald on a base of 500 feet of opal; walls of chalk resting on pedestals of Beryl; turrets of light tumbling on floors of darkness; the brightening into golden; snow of crystal melting into fire of carbuncle; flaming red cooling into russet; cold blue warming into saffron; dull gray kindling into solferino; morning twilight flushing midnight shadows; auroras crouching among rocks.

"Yonder is an eagle's nest on a shaft of basalt. Through an eye-glass we see among it the young eagles, but the stoutest arm of our group can not hurl a stone near enough to disturb the feathered domesticity. Yonder are heights that would be chilled with horror but for the warm robe of forest foliage with which they are enwrapped; altars of worship at which nations might kneel; domes of chalcidony on temples of porphyry. See all this carnage of color up and down the cliffs; it must have been the battle-field of the war of the elements. Here are all the colors of the wall of heaven, neither the sapphire nor the chrysolite, nor to topaz, nor the jacinth, nor the amethyst, nor the jasper, nor the twelve gates of twelve pearls wanting. If spirits, bound from earth to heaven, could pass up by way of this canon, the dash of heavenly beauty would not be so overpowering. It would only be from glory to glory. Ascent through such earthly scenery, in which the crystal is so bright and the red so flaming, would be fit preparation for the 'sea of glass mingled with fire.'"

Yes let us take with us to "This Wonderland"—the seeing eye.

WHAT a stupid endeavor this, to counteract intelligence and progress in this country.

THE people begin to feel this inward ferment of the vast and unconquerable reality of intelligence begotten in our common schools in all these States. Victory is assured.

PLACE the teachers everywhere; do not expect ignorance and stupidity to provide the means for intelligence, liberality and progress. Intelligence alone unlocks and controls the future.

It is now more than ever requisite to show men the ideal. Fools see nothing but "gush" in ideals.

NEW moral laws and their relations to us need to be revealed and applied all the time.

THESE teachers lay the cornerstones constantly to build a new, a better and nobler human society.

INTELLIGENCE and sympathy modify even the human countenance.

ARKANSAS

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J. B. MERWIN..... }

THE SCHOOL.—The reader marks the transition from man enslaved by ignorance to man made free by intelligence. Printing and the reader transforms society from ignorance and barbarism to intelligence and civilization.

Now our teachers begin to realize, nay more, to utilize the printed page in local papers all through the country. Columns are filled with results of our common school training. Our great dailies reflect the story of success achieved and the graduation of thousands into the activities of business and social life. The whole nation is thus enriched by these recitals.

SOME States, as well the Nation, seem to be hard of hearing so far as the results of illiteracy are concerned, but no State and no Nation can escape from such results.

THIS current of intelligence flows on broad and deep. Its springs are fed by our Common Schools, and it will finally sweep away all obstacles to its progress.

QUEER WAYS.

"Give us taste of your quality." —SHAK.

E. P. P., the Sunday preacher to the great congregation of the *Globe-Democrat*, in a late issue tells about the "queer ways" of Simon Foster, and tells us plainly that the "most important" work done in our communities by all odds, is that "done in our schools." He says:

"The School Trustees scratched their heads at the queer ways of Simon Foster, for it was not the old way of doing things. 'He has not thrashed a boy or fuddled a girl for a year,' said Isaac Miller; 'and for that matter, I do not know that he is to be blamed. If he can keep order without it, let him, I say.' 'But it is not order,' said Darius Dean, 'it is disorder. There is a buzz and a chatter that I never heard in a school before.' 'But the young ones do learn, and they are happy, and it won't do for us to meddle,' added Jim Sevens; 'for I reckon there would be a rebellion in the district at once. The scholars don't think so much of minding him as they do of loving him. I guess about all we can do is to let him do as he likes, and mind our own business.' So it came about that everything in District 6 went differently from what it used to go; and Simon Foster had his way with us.

But it came about in the course of time, as it always does with things, both good and bad, that we had to give up the teacher that we loved so well, for he was to be married, and then go to a Western State as a professor in what is now a famous college.

We stood about in groups discussing

our coming loss in bated breath. Indeed, I do not to this day, get used to this changing of teachers. I care not where it is done; it is a wretched plan. Get good ones and keep them, I say. Pay them well, and do not let them desire to leave. There is no reason why every ambitious dish-washer should be allowed to try her hand at teaching.

The most important work done in our communities, by all odds, is that done in our schools, because it may upset and ruin the pupils as easily as it may make them. Brains cannot be fooled with. A little of this and a little of that, and nothing thorough, destroys intellectual power. I believe an average American boy, in the course of fitting for college, passes through the manipulation of a dozen instructors. In the end there is confusion and no joy of mastery. But Simon Foster must go."

THE ST. PAUL MEETING.

"My meed hath got me fame.
I have not stopped mine ears to your demands."
—SHAK.

Teachers from the East, South and West should remember and see that their railroad tickets to the National Educational Association, to be held in St. Paul, in July, read via *The Chicago and Northwestern Railway*. This line, you know, takes rank with the best railways of the World.

Its track of well balasted steel penetrates the centers of population in eight States and Territories. Its day coaches and palace sleeping and dining cars afford the highest realization of comfort, safety, luxury and speed.

It is the popular short line between Chicago and Minneapolis, St. Paul, Duluth, Milwaukee, Marquette, Omaha, Denver, Portland, the Pacific coast and the cheap lands and free homes of Nebraska and Dakota. The only route to the Black Hills, and the great pioneer California line to, and from the Pacific coast.

For maps, time tables, general information, etc., as to cost of tickets, apply to nearest ticket agent or address W. A. Thrall, General Passenger and Ticket Agt. of the C. & N.-W. Ry. Co.

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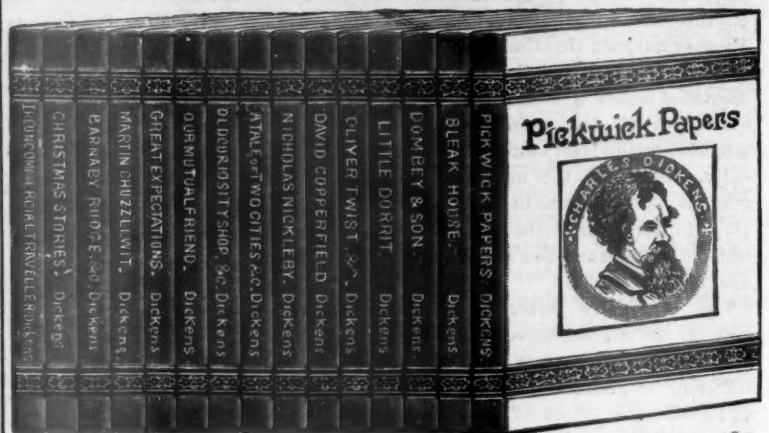
Yes in our education, in our politics and in our moral life we must contrast occasionally—what ought to be with what actually is.

CONSUMPTION SURELY CURED TO THE EDITOR—

Please inform your readers that I have a positive remedy for above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption, if they will send me their Express and P. O. address. Respectfully,
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MOUNTAIN GROVE, MO.

"And like a mountain cedar, reach his branches
To all the plains about him."

—SHAK.

THE Mountain Grove Academy, under the principalship of Prof. W. H. Lynch, has already won an enviable reputation for its thorough and extensive course of studies. It draws its students from five or six different States and from twelve counties in Missouri. Its graduates are admitted to the State University of Missouri or any other State without further examination.

Several of its alumni have already carried off the first prize in law, art, science and mathematics. Ten graduates, six ladies and four gentlemen, drew an immense crowd to this beautiful city on June 13th. The exercises were interspersed with music, vocal and instrumental, the reading of the graduation essays and the presentation of diplomas.

Prof. Lynch has organized a thorough musical course in connection with other departments, so that the band music, the vocal and all the other music of the occasion was furnished by the students themselves. We should like, if space permitted, to publish in full the essays read:

Jennie L. Rudd, gave us "The Language of Nature"; "Life Is What We Make It," Mary A. Ellis; Mary Styger, "So Run That You May Obtain"; Oration, "Rewards of Labor," Arthur F. Collier; "Seeming and Being," by Alice Cox; Oration, "Have a Purpose," Columbus M. Mitchell; "No One Liveth to Himself," Zilla Petyt; "Dignity of Labor," Henry S. Wilson; "The Valedictory," by Arthur H. Bailey; Address and presentation of diplomas, by J. B. Merwin, editor *American Journal of Education*, St. Louis.

These young people in their beauty, strength, virtue and intelligence, discoursing upon, and interpreting these great themes, had come to be the realized ideal of the people,—as they stood there speaking their words of wisdom—such as all would like to be—examples of the higher, beautifuller, nobler sort of Christian citizenship into which the pupils of Mountain Grove Academy are trained. Grand and beautiful as are the Ozark Mountains these graduates, with ideas are grander and stronger and more beautiful—nay, more, they are what makes all this valuable—what makes it all valuable in 1890 and the succeeding years. They had come to realize what life means here, and from their native, original insight the heroic nobleness of the cultured man and woman flamed out in a radiance so luminous that all present felt as the diplomas were delivered, that it "was well with this ten."

We noted with great pleasure also the unanimity of the people in sustaining Prof. Lynch in his work there. All partizan and denominational dif-

ferences are waved and the people harmonize and do their best to make the institution both effective and attractive.

The Board of Directors is composed of the following gentlemen: Geo. W. Boon, Prest., Wm. S. Chandler, Sec'y., Geo. M. Douglas, Treas., J. L. Hughes, Jas. H. Robinett, Argus Cox.

When it is constructed, we hope the people of that section of Missouri will send us a scale by which to measure adequately the work and on-reaching influence of such a teacher as Prof. Lynch.

We heard his examination of a class. The counsel he gave—the words which he spoke in their simplicity and strength were wise, healing, helpful words—which all could understand—which all must believe, establishing not only the outer form but the power and inner splendor of truth. We too felt it was good to be there.

THROUGH the openings of this intellectual horizon dawning now upon the people by the virtue of the work our teachers are doing, what infinite combinations for good take form. How such life is enlarged; how happiness is increased; insight and out-sight and foresight is given—and all are thus uplifted.

THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, that the money it cost has been returned to them many times over, in the average increase of wages from \$27 per month to an average of \$47.50 per month.

Can we not make the compensation an even \$50 per month, as a minimum, in all the States? We can afford to do this. In fact we cannot afford not to do it, for this would insure competent teachers.

AGAIN we urge our friends to write their names plain in signing letters, and please put not only the postoffice, but the county, and the State, on all your letters.

Short-Hand and Type-Writing.

Well educated young ladies and gentlemen will promote their own interests, by examining the advantages offered at the BRYANT & STRATTON, St. Louis College, for qualifying them for business and for positions as short-hand writers, book-keepers, telegraph operators, etc. Graduates are successful in obtaining employment. The Normal School for teachers begins June 16. Send for circular.

THE Common School is the inevitable and the logical deduction of universal suffrage. It cannot be obliterated or crippled. It must and will grow until its full mission is accomplished.

ENTHUSIASM is probity.

CHANCELLOR SNOW, of the University of Kansas, says in his inaugural address:

"If I am not mistaken, the most important step towards making this institution in reality, what it is in name, a genuine Kansas University, is the establishment of a closer and more vital connection with the entire public school system of the State. In the brief time which has elapsed since my personal attention was more especially called to this subject, I have discovered in my visits to High Schools that the University is hardly regarded as sustaining a more intimate relation to these schools than any private denominational college in Kansas or even than colleges in other States than Kansas. I have found principals of these schools in some cases not only failing to recognize the natural organic unity which by the very law of its incorporation binds the University to the schools, but expressing unfeigned surprise when their attention is called to the fact."

It should be made known in every township in the State, by a free distribution of printer's ink and by visits from University officials, that the State of Kansas places within the reach of every child within her borders, without money and without price, a wide range of educational culture, classical and scientific, theoretical and practical, either alone or all combined. Letters are almost daily received inquiring what charges are made by the University for her superior privileges. Let it be proclaimed so that every earnest young Kansan may clearly understand the fact, that the State offers her advanced educational advantages without charge for entrance fees or tuition. Let it be universally understood that while other institutions impose upon each student an annual tuition fee of from fifty to two hundred dollars, our own great-hearted commonwealth bestows a free scholarship at her University upon every one of her sons and daughters who are prepared to make use of her generosity."

Now if all the teachers in Kansas will interest themselves to get this data into all the local papers of the State they will find the bright boys and girls fired with a new impulse to get the most and the best from day to day.

We most earnestly commend this to the attention of the teachers and editors of Kansas. An intelligent people demand good newspapers and a good many of them. Ignorant people have no use for newspapers as for anything else about a printing office only the—d—l!

EDITORS, in all the States, realize the fact that the teachers *aid the local papers* more than all other influences put together. They create constantly an intelligent constituency who demand and are able to pay for newspapers. Ignorant people do not want a newspaper; they have no vision and no interest outside of and beyond filling their own stomachs.

LET us demand a school for the people nine months in a year, and let us demand a teacher for every such school, who is worth at least a minimum salary of \$50.00 per month.

Do our teachers get this? Are the funds provided to pay this at the end of each month, as other county and State officers are paid?

If not, why not?

TOOLS TO WORK WITH.

Our tax-payers and school officers, too, understand now, that good Blackboards all around the school-room; a good set of outline Maps, and an eight-inch Globe, are, to the teacher in his work, what the sledge-hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors shall provide these necessary articles.



EVERY SKIN AND SCALP DISEASE, whether torturing, disfiguring, humbling, itching, burning, bleeding, scaly, crusted, pimply, or blotchy, with loss of hair, from pimples to the most distressing eczemas, and every humor of the blood, whether simple, scrofulous, or hereditary, is speedily, permanently, and economically cured by the CUTICURA REMEDIES, consisting of CUTICURA, the great Skin Cure, CUTICURA SOAP, an exquisite Skin Purifier and Beautifier, and CUTICURA RESOLVENT, the new Blood and Skin Purifier and greatest of Humor Remedies, when the best physicians and all other remedies fail. This is strong language, but true. Thousands of grateful testimonials from infancy to age attest their wonderful, unfailing and incomparable efficacy.

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HOOPER INSTITUTE at Clarksburg, Mo., under the efficient direction of Prof. J. N. Hooper, has already achieved a great success, and it is to be enlarged without delay, in order to accommodate young people who wish to avail themselves of the advantages this institution offers them for thorough as well as for higher culture.

It is a great credit, not only to Clarksburg, but to the county and the State.

We measure the growth of christian citizenship largely by the number of graduates from such institutions.

OUR "AIDS TO SCHOOL DISCIPLINE" interest pupils and parents alike, more than DOUBLE the attendance, prevent tardiness, and greatly relieve the teacher, as they discipline the school.

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TEXAS

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J. B. MERWIN,..... }

THESE readers shine like a star—as if impregnated with the creative power. Our teachers bring this light, scatter it, diffuse it. All see by it, all gain power by it.

What other work compares with this? All was dark. Now by their work—the work of our teachers—all is light.

THE quantity of the person who reads does not decrease giving here, does not impoverish, but enriches all the time. This is the real work of the teacher. It enriches all the time. Their breadth is a widening all the time. God and the reader are never exhausted.

WHERE the people read there are perpetual miracles. The children do not stop where we stop.

The reader is limited only by the universe.

HAVE we exhausted electricity? Do we know its extent, its power? The reader only finds out the ignorant are a no—thing; we call them for short—nothing.

READING brings light into the human soul, knowledge does not grow old and disappear, but increases—the reader gains it and is inflamed by its light we call him a genius.

He only sees further and clearer than we who are ignorant. Ignorance is darkening, hindrance, limitation—there are those who believe this is better than light.

INSIGHT.

"What is the end of study?"

—SHAK.

LET us look at the idea of insight for a moment and try to see for ourselves why the curriculum or course of study laid out by the university for its own work and for the preparatory work in the secondary school has taken the present form.

The general principle which determines the character of insight-giving studies is this: they must be of such a kind that they lead the individual out of his immediate surroundings, and assimilate him with the atmosphere and surroundings of an early historical age of the people to which he belongs. Each stage of culture is a product of two factors: the activity of present social forces, and that of the previous stage of culture. Every stage of culture goes down into succeeding ones in human history as a silent factor, still exercising a determining influence upon them, but in an ever weakening degree. The educa-

tion of the child first proceeds to take him out of himself and bathe him in the rare atmosphere of the childhood of his race. Even the nursery tales that greet his dawning consciousness, and later the fairy stories and mythological fiction that delight his youth are simply the transfigured history of the deeds of his race. With the education of the school begins a serious assimilation of the classics of his people, wherein he becomes by degrees conscious of the elements of his complex being. He finds one after another the threads that compose his civilization—threads that weave the tissue of his own nature as a product of civilization. The Chinese child reads Confucius and Mencius and sees the universal type and model on which the Chinese every-day world is formed. The Hindoo child listens to the stories of the Hitopadesa, and learns the Vedas and Puranas, and becomes conscious of the ideal principles of his caste-system. The Turk reads his Koran and learns to recognize the ordinances which direct and control his relations to his fellow-men and to himself.

GREECE AND ROME.

"Cunning in Greek, Latin, and other languages."

—SHAK.

PURSUING a similar course, and necessarily limited in its choice of the subject matter of elementary education, our own school takes the pupils to Greece and Rome through the two dead languages, Latin and Greek; for the evolution of the civilization in which we live and move and have our being issued through Greece and Rome on its way to us. Each one of our institutions traces its genesis in the necessities that arose in the histories of those people. The organism of the state, the invention of the forms in which man may live in a civil community and enjoy municipal and personal rights—these trace their descent in a direct line from Rome, and were indigenous to the people that spoke Latin. In our civil and political forms we live Roman life to day. Even the vocabulary of the portion of our language that expresses these phases of our civilization, is of Latin derivation. To ferret out and make clear to ourselves this part of our being is to assimilate the Roman civilization. As the pupil penetrates the atmosphere of Rome, gradually becoming familiar from day to day with the modes of expression—the thinking and feeling of the Romans—he unconsciously ascends to one of his own fountains and acquires a certain faculty of clear thinking and seeing in regard to his political and social existence. He acquires the power of insight into his surrounding conditions. Similarly with other phases, our scientific and æsthetic forms come from beyond Rome; they speak the language of their Greek home to this very day, just as much as Jurisprudence and

Legislation pronounce their edicts in Roman words. Religion points to Rome as the radiating center of Christendom.

This insight of which we speak cannot be obtained except through study, exactly equivalent to the Latin and Greek studies which are required in our higher schools.

LANGUAGE.

"I shall remember this bold language."

—SHAK.

TO assimilate the antecedent stage of our civilized existence, we must come into immediate contact with it—such contact as we find by learning the language of the ancient people who founded it. Language is the clothing of the inmost spiritual self of a people, and we must don the garb in which they thought and spoke, in order to fully realize in ourselves these embryonic stages of our civilization. What we have lived through we know adequately; and when we have lived over Roman life in our dispositions and feelings, and then realized the forms of its imagination as it embodied them in its art and poetry, and finally have seized it in the abstract conceptions of the intellect, and grasped its highest syntheses in the ideas of reason—then we know it, and we know ourselves in so far as we embody it in our institutions.

The present spirit and methods of scientific investigation bear me witness that to know an individual we must study it in its history. It is a part of a process, we need to find its presuppositions in order to make it intelligible. Only in the perspective of its history can we see it so as to comprehend it as a whole.

If a man is not educated up to a consciousness of what he presupposes; if he does not learn the wide-reaching relations that go out from him on all sides, linking him to the system of nature and to the vast complex of human history and society, he does not know himself, and is in so far a mere animal. Such existence as we live unconsciously, is to us a fate and not an element of freedom.

When the scholar learns his presuppositions and sees the evolution afar off of the elements that have come down to him and entered his being—elements that form his life and make the conditions which surround him and furnish the instrumentalities which he must wield, then he begins to know how much his being involves, and in the consciousness of this he begins to be somebody in real earnest. He begins to find himself. His empty consciousness fills with substance. He recognizes his personal wealth in the possession of the world and the patrimony of the race.

Now this essential function of education to culture man into consciousness of his spiritual patrimony, to give him an insight into the civilization whose vital air he breathes, is attempted in our

higher schools and colleges. There are many other threads to this education—notably those of mathematics and natural science. But the pith and core of a culture that emancipates us, is classic study.

HOW TO MEASURE MEN.

"A measure
Full of State and ancestry."

—SHAK.

MEASURING our fellow men by power of intellect, we rank those the highest who can withdraw themselves out of their finitude and littleness—out of their feelings and prejudices, up into the region of the pure intellect, the region of unbiased judgment, so as to survey a subject in all its bearings. The thinker must be able to penetrate purely into the atmosphere of a subject until he feels it throughout, and his vision and sentiments are no longer merely his own personal impressions, but he feels and thinks his subject in its entire compass and comprehends it.

This power of self-alienation hinges on the power to withdraw out of one's own immediateness into his generic existence—to withdraw to a stand-point whence he can see all his presuppositions, the complex of his surroundings, and take them into account. This power is attained through classical culture. The measure of this power of self-alienation is the measure of the mental power of man. We all call the man who cannot withdraw from the narrow circle of his every-day feelings and ideas a weak man, and say that he possesses no insight.

Our colleges and universities, in order to make this self-alienation more complete, have generally preserved a semi-monastic character in their organization. Their pupils are, for the most part, isolated from their families, and live in an artificial society of their own. The student life (wherein the family and civil society that have in modern times unfolded into independent and complex systems, are united into a sort of monastic institution through a dormitory system, and the organization of classes and secret societies and the like), is a sort of embryonic civilization, and creates an atmosphere that reminds the historical student of the prevailing state of society in early ages.

In the university extension scheme it is evident that we can not have these accessories of self-estrangement; the Greek letter societies, the caps and gowns, the semi-monastic life of the college dormitory—but what is more essential, we can have the training in the classic languages—a sufficient amount of such training to give each person an insight into his spiritual embryology.

It must be admitted that the function of the university in our day is not precisely the same as that of its infancy. The art of printing has produced the change. The advent of the

daily newspaper is perhaps the most significant circumstance of the present century. Its influence is as potent to change our educational systems, as the discovery of printing itself was in the fifteenth century.

Before the invention of printing, information could not be circulated except orally, and except in a very limited degree. A very wealthy man could afford to buy only a dozen books; the man in moderate circumstances and the poor man could not own any unless he made them himself. At the university one could hear the most valuable books read by the bachelors of arts—slowly and distinctly, so that each student could write for himself a copy of what he wished to preserve. Collecting in groups, the enthusiastic learners could discuss the contents and meaning of the writings, and these discussions did most for the quickening of the intellects of the students at the old universities. Their minds being prepared by these dialectic exercises, they would come to the lectures of the masters with keen appetites for their expositions and explanations. Such intellectual feasts as were spread at the universities—no wonder that they attracted immense crowds of eager, awakened men. The lectures on Law at Bologna drew 20,000 students to that university. Thirty thousand flocked to Paris five hundred years ago—by 7,000 a greater number than attended the twenty-six academies of the university system of all France in 1881. Oxford University attracted as many people in the time of Roger Bacon, as the twenty-five largest German Universities together assemble to-day.

But we must remember that there were no test examinations in those days. Probably the greater part of those called masters could not pass the examination for matriculation, were they to present themselves now at Harvard or Yale, Johns Hopkins or Columbia. However this may be, it is certain that there were some very great scholars in the subjects which they professed to study. Their learning was limited to essential works of genius, and many of them knew thoroughly the entire works of Aristotle and Plato.

TENNESSEE.

"It is the purpose that makes strong the vow."
—SHAK.

THE prohibition platform of the Tennessee Prohibitionists declares urgently and solidly in favor of the public school system as follows:

"That the public school should be more liberally supported, that not less than nine months schooling be given the children of the State. The fact that more than 100,000 voters in the State are illiterate, shows that the State school system is not meeting the demands of safe government."

In regard to voting, section 10 of the platform read as follows:

"That no person should be allowed to vote who has not been a resident of the United States ten years, and can read the Constitution of the United States in English."

"We favor ballot reform as expressed in what is known as the Australian ballot system."

Those are sections which will commend themselves to the good sense of men and women of all parties. And such a platform will be apt to draw a large number of the best element from both the old political parties.

We should be glad to see such a party successful in every State of the Union.

NORTH CAROLINA.

"Good words are better than bad strokes."
—SHAK.

The North Carolina Teacher says:

"North Carolina deserves, and should receive great credit for the good work done in her public schools. Our school fund is smaller than that of any other State of equal population; our school terms are consequently short, but the children are as well taught as are those in the country public schools of any Northern State. We have taken the trouble to compare the work of pupils in our public schools with that of children in the average schools of Connecticut and New York, and we found the work of North Carolina children fifty per cent. better than that of many of the pupils of the other States. We expect soon to publish some fac-similes of school work from public school children of North Carolina, Connecticut, Massachusetts and New York so that our people may realize the good that our public schools are doing and give them the full credit which is due them."

Better send to Mr. Eugene H. Harrell, Sec'y., Raleigh, N. C., for a program of the North Carolina Teacher's Assembly which convenes at Morehead City, June 17, and of "The Southern Educational Association and Exposition to be held at the same place, July 1 to 5. Here is a hint, that something more will be done than to thank the people for cheap bread and butter for two or three days.

"The Legislature will convene next January and there are some most important school matters to be brought to the attention of that body, and they must be formulated by the County Superintendents to be properly represented."

WISCONSIN.

"By intelligence
And proofs as clear as founts in July."
—SHAK.

WE have the exceedingly valuable and interesting report of W. B. Beach, Superintendent of Schools of the beautiful city of Madison, Wis. The figures—all important for data—are "clothed upon" with so much of vital worth, that we could wish every teacher in the State could read this document. Then too, if the taxpayers of the State could know what the schools at the capital are doing to build character, and the other schools in the State are doing in the same direction, much of the excitement the political demagogues are creating for political purposes would at once be overshadowed by the great uplifting—regenerating influences emanating

from these nurseries of Christian citizenship. A noble tribute is paid to Judge J. H. Carpenter, who has been connected with the Board of Education as a member and its President, for twenty-eight years.

A lady from Woonsocket, R. I., who had been in his Sunday-school class for a long time, writes as follows: "Rich in moral and intellectual worth, with a heart such as God makes when he would create a whole man, Judge Carpenter must leave his impress upon the dwellers of your city, a blessing to the present and future generations." Others from other States write in a similar vein of him and his work.

Now, there are about 550 newspapers published in Wisconsin. Suppose the more than 9,000 teachers in Wisconsin were to gather these, and other similar facts and statements in regard to the conduct and influence of the common schools—facts which are abundant on every hand, and put them into the 550 local papers of the State. It would certainly do much to correct the present unseemly and uncalled for opposition to the common school system of Wisconsin. We most earnestly commend this valuable report of the Madison schools for 1889-'90 to every teacher, and commend its high, practical, lofty sentiments to the use of the local press of the State.

THE PRINTED PAGE.

"Then join you with them like a rib of steel,
To make strength stronger."
—SHAK.

It is claimed by those best posted that eight persons read every paper published before it is destroyed, many read and read again so as to reinforce themselves with arguments to meet opponents to certain important measures in regard to the importance of establishing, maintaining and extending our common school system in all the States.

We have on the above basis nearly two hundred thousand readers, and the result is manifest in the steady and solid improvement of our school system in all the States where this Journal circulates.

OUR valued contemporary, the Educational Courier, of Louisville, Ky., in speaking of the direct money value to the teachers of the circulation of this JOURNAL among the people, said:

A YEAR or two ago, the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and tax-payers would reimburse each teacher four-fold its cost in one year. The teachers caught the idea, and wisely and zealously aided, until one hundred and fifty thousand copies were put into circulation. At the close of the year the report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages of 19.62. Of course it was not that all this was due to the Journal—but that it was an active and prompt factor in securing this desired result, no intelligent person will deny.

LET us labor in sweetness and faith to dispell all confusion regarding right and wrong. There is no middle ground here.

WHAT an aim is this—of the real teacher,—to re-construct the people. This is his or her work, for what we put into the first of life we put into the whole of life. Are we large enough and cultured enough for such a work?

PROF. DAVID SWING says, in regard to our common schools "that education was so spreading in even Roman countries, that religion will soon be reduced to a simple worship, and will be separated from the State wholly and forever. The quotation from the Catholic Review confirms my notion that there is demanded by many of the Catholic laity a new education, and more of it. Such a demand is to come * * * only from the Catholic people. Reforms come up from the middle or lower class."

"At the recent conference of the Camera Club," says the Electrician, "Lord Rayleigh gave an account of instantaneous photography by the light of the electric spark, and exhibited photographs of jets of water taken in less than the 100,000th part of a second by this means." Quick time that.

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors
J. B. MERWIN

COMMON schools in all the States are to be maintained, enlarged and extended until all the children are brought under their beneficent influence.

OUR school terms are still too short to properly educate the children.

Our school officers are all the time crippled for money, both in the city and in the country.

We very much need to wake up and cultivate a more liberal public sentiment in favor of longer school terms and the better compensation of our teachers, and to show the danger and the poverty ignorance and illiteracy entails.

IS THE school income sufficient in all the States to keep the schools open nine months in the year, and to pay the teachers an average minimum salary of \$50 per month promptly, as other county and State officers are paid? Both of these things ought to be done.

THE WORLD'S FAIR.

"In celebration of this,
With shows, pageants and sights of honor,
—SHAK.

SOME idea of the value of the World's Fair to the city of Chicago, and the State of Illinois, and the Northwest, may be gained by the following statement of Gov. Hill of New York, in an interview published in the *World* of recent date.

Gov. Hill said: "The World's Fair would have benefitted not only New York City but every town and village of the State. It would have given work to thousands of men, increased the value of property and brought millions of dollars into the State. The farmers especially would have been helped by the World's Fair in New York City, and their lot is bad enough just now, as everybody who comes into contact with them, as I do, well knows.

New York could have made the fair a great success and every citizen would have shared the good results. It is nothing less than a calamity that we failed to get the exhibition.

Look at what is involved—not merely the question of local government by local authority, but the vast interests of a great city and the prosperity of a great State. There is no question of sentiment about keeping \$100,000,000 or more out of the State merely to gratify a whim of a desperate political faction."

"One hundred millions or more"—of loss, is the way Gov. Hill puts it—to the State of New York.

Well, Chicago won it. We ought all of us now to take hold and make it a success. Let the Government loan ten millions of money to start with, to the commissioners, without delay, if they need it.

We could name ten corporations in Chicago who could advance another ten million of money in ten days, and not feel the pressure any more than we feel the cost of the paper this sentence is written on. They would make it all back again, clear, within sixty days after the Fair opens. We regret to see the *Tribune* go into spasms thus early over the delay in furnishing the money. The project is so colossal, so wide-reaching in its benefits, that we want to see all the people contribute through the General Government. Hence we are in favor of an immediate loan of ten millions to start it, early, and strong. There is no time to lose.

"FREEDOM of growth" is good for both teachers and pupils. Whatever conduces to this, in reading, study, conversation, or travel, is good. We need not fear, but rather cordially welcome this "freedom of growth."

THE KEY NOTE.

"Do you think we do not know you,
Can virtue hide itself.
—SHAK.

THE "Preston Papers" have a good many "key notes" as well as successes. Here is one which we commend to both the teachers and school officers:

"The key note to much of our trouble of every description," sighed Mr. Johnson, "is that we don't understand ourselves nor others, and we look at a thing from only one side. Now suppose for to-day we talk about *Civility*; how it may be taught and inculcated in our school-rooms."

Personally I was very glad of this suggestion, for when I began to look with my *new eyes* upon the work before me, I could see so much uncultivated "good timber" before me, that the magnitude of the work nearly overwhelmed me. "Watch," Miss Preston had said to me.

"You will see that nine out of ten do not know how to get out of a room properly when there are others in it; how to terminate a call or visit gracefully and pleasantly; how to acknowledge a favor, nor how to make amends for a blunder." And I had watched, and had found these things and more—things that I wonder I had passed without observing for so many years.

It is just the difference between machine work and *soulwork* everywhere. "Well," said Miss Sigourney, "I did not know I was leading up to such a profound discussion; but on the whole I can not regret it, if it opens my eyes as to any good way to treat a matter that has only troubled me a short time."

Mr. Whipple was in the chair that day, and he said: "Perhaps we shall get at the merits of the subject more quickly, if we concede the great need of work in this field, and confine our

first inquiries as to the best ways of doing the work. Miss Ingersoll, where would you begin?"

"On the 'woman' side of the question, naturally," she replied, with a laugh. "I would teach deference to the sex, from the youngest boy up."

"Good," said Mr. Whipple. "But that would only touch a part of creation."

"A very large part, though," said Miss Ingersoll; "and the boy who is polite to his mother and sisters will hardly be rude to the rest of the family."

"True," said Mr. Whipple; "and yet I think we should begin on a broader basis. Let us hear from the gentlemen of the Association. Mr. Lowell, where would you place the fundamental principles of good breeding?"

"I think," said Mr. Lowell, slowly, "that if we place selfishness at the base of rudeness, we shall find that courtesy rests upon its opposite trait."

"That is good, too, as far as it goes," said Mr. Johnson; "but some people who are really unselfish at heart are not models of manners."

"That would suggest 'tact' as an essential element of courtesy," said Mr. Wheeler, a little doubtfully.

"Yes; and it is a good plank," said Mr. Whipple; "yet I hardly think we have gotten at the heart of the matter yet. Let us hear from the fair sex;" and he looked appealingly at Miss Preston.

"I would give every child the 'Golden Rule' as an infallible general guide," she responded, unhesitatingly; "the thought 'Would I like to have such and such things done to me, or in my presence,' will often prompt to an act of civility, or restrain the performance of an impolite one. But all children and most young people, as well as some older ones, need specific, definite instruction as to how and what to do under certain every day circumstances."

"You are surely right," volunteered Miss Smith. "Only last night Luella Hubbard offended my sense of propriety by returning a borrowed book without so much as a 'Thank you,' when I knew that she had derived a great deal of pleasure from it, for I had heard her speaking of it in a very animated way to a group of girls and boys about ten minutes before, when I first came into the room."

"Precisely so," said Miss Preston; "and while we hardly want to use the *argumentum ad hominem*, we can make such a circumstance as that the text for a general lesson to the school, and with good effect."

Yes," observed Mr. Whipple; "it is without difficulty that I recall my own spasmodic efforts to do the agreeable to a little blonde of sixteen, while I was yet in the transition period and frock coats;" and he laughed at the recollection.

That laugh did us all good, and it gave us a sort of fraternal feeling that was eminently good for the topic under consideration.

"And if those efforts had been well directed instead of 'spasmodic,' I dare say you would have been successful;" laughed Miss Sigourney, a little mis-

chievously. "Now, I think Julian Bristol has made a good start in the world."

"And so he has," said Mr. Whipple, with energy. "When he goes out to hunt up a place to work, if he knows what to do with his hands, when to take off his hat, how to speak when necessary and when not to, and dozens of other things that have a commercial value, he has a much better chance to get the place he wants than if he has the uncultivated manners of the average boy."

"I hadn't thought of these things before. It is strange," said Mr. Johnson, seriously; "but I believe we ought not to neglect this part of any child's education."

"Nor ought we," said Miss Preston. "Manners and morals are really as essential as geography and grammar. But we cannot teach, in these things, farther than we go by example. We can not consistently exact politeness if we do not use it. If we teach our girls and boys to salute us with 'Good Morning' when they come in, and 'Good afternoon' when they go out, it must be as much by example as by precept."

These are but a few of the suggestions thrown out; but I have always noted in Miss Preston's association with her pupils that she observes even the least of these "small sweet courtesies," prefacing every request, however insignificant, with "Please," receiving every favor with "Thank you," "I'm obliged to you," or something equally courteous—never saying "Thanks," as a prevalent custom, denominating it as "decidedly curt" and "next to nothing." And they are influenced by her manners; we can all see that, and many have spoken of it to.

Yours Truly,
MISS. PRESTON'S ASSISTANT.

There is something higher and beyond the mere satisfying of one's appetite in your work in the world. Get the best out of it so that none of it shall be drudgery.

THESE teachers everywhere whether they know it or not are the servants of God in the task of progress and enlightenment—the apostles of God to the ignorant and benighted. They teach virtue, morality and obedience. These insure victory.

That the Bible talks politics in a vigorous plain, unmistakable way no one will deny who reads 1st Samuel, Chap. VIII.

LET our teachers remember always that a further service is an added beauty.

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

"Practical Suggestions."

The school terms—in the country schools are so short—only twenty days per month, for three or four months, only sixty to eighty days, of but six hours a day.

The school terms, you see, are so short that parents of the children, school officers, teachers and all patrons of our schools, realize the fact, that for the time pupils are in the school, the best facilities should be afforded to enable the children to study to the best advantage and to get the *most possible* in the least time. In order to do this, it is a fact, that properly constructed desks and seats are an *absolute necessity* in every school house.

Provision should be made for the seats and desks in building a school house, as much as for the floor or roof to the building, and at the same time these are contracted for.

We call attention to this matter thus early and specifically, because we have found after an experience in furnishing school houses, extending over more than twenty-five years at this point, that great trouble and annoyance to the schools has been caused by the delay on the part of the school officers in ordering desks and seats early enough to get them and put them in place in time to be ready for use. From sixty to ninety days notice should be given to get out the order, and get it to its destination, to insure the desks being on hand and set up in the school house when you need them. Especially in these days of strikes on the railroad and in the foundries and factories.

It takes from \$75,000 to \$100,000 to keep up and on hand a full stock of all the varieties, sizes, and styles of school desks we manufacture, and there is no profit in the business to warrant such a large outlay of money to be locked up in stock.



Look at this old ROOKERY! Nothing need be said of it.

The picture is one of desolation and depravity, forbidding and repulsive. Don't drive your children into such a "pen" as this and keep them there six hours a day and make them sit on this old



SLAB PUNCHEON SEAT,

the legs sticking up two or three inches through it, with no back, and so high that the feet of the children swing midway to the floor, producing curvature of the spine and round

shoulders, thus endangering their health and usefulness as long as they live.

IN CONTRAST TO THIS ROOKERY, WE PRESENT BELOW



A MODEL SCHOOL BUILDING,

That will seat 60 pupils, and need not cost to exceed from \$300 to \$600 all furnished with the best sittings, of MERWIN'S IMPROVED GOTHIC Desks and Seats

The facts are that school officers whose sworn duty it is to provide desks, and seats, maps, globes, blackboards, and other necessary apparatus, delay ordering their necessary supplies until within two or three weeks of the time when the schools are to open. Then the rush of freight is so great that goods have been refused or lain in the depot a week or more before starting to their destination; the teacher hired; the pupils present; but nothing could be done, as there were no desks and seats, and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time to have them on hand and in place when wanted.

We repeat, orders should be given at least ninety days before the desks will be wanted, and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can all be avoided by ordering the desks when the foundation of the building is being laid. All desks and seats should be ordered then.

If this is done they will be on hand and in place, so that none of the short time the schools are in session will be lost in waiting for desks. A very important consideration, as you see.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say, who have used our desks for years, and so thoroughly tested their merits. As more than 500,000 of the "Improved Gothic" desks have been sold in the last twenty years we have been in the School Furniture Business in St. Louis, and as many more of the "Combination" Desk and

Seat, we have of course a very large number of the best kind of endorsements of these desks from nearly every State in the Union.

We present the following from Wm. T. Harris, late Superintendent St. Louis Public Schools, as a sample—which is good enough:

GENTLEMEN: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give entire satisfaction. MERWIN IMPROVED GOTHIC Desk and Seat, with which



Front Desk.

Desk and Seat.

Rear Seat.

you furnished our High Schools, are not only substantial and beautiful, but by their peculiar construction secure *perfect ease and comfort* to the pupil, at the same time they encourage that *upright position* so necessary to the health and proper physical development of the young. These considerations commend **THIS DESK** to all who contemplate seating school houses.

Respectfully yours, Wm. T. HARRIS,
Superintendent Public Schools, St. Louis, Mo.

Five sizes of these Patent Gothic Curved Folding Seats and Desks are made, to accommodate pupils of all ages and sizes. We give the number of each so that school officers may know just what size to order:

No. 1, for pupils from 15 to 20 years of age.

No. 2, for pupils from 12 to 16 years of age.

No. 3, First Intermediate, for pupils from 10 to 13 years of age.

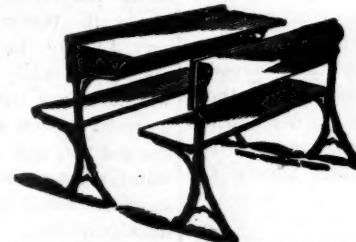
No. 4, Second Intermediate, for pupils from 8 to 11 years of age.

Primary, for pupils from 5 to 9 years of age.

Rear Seats and Front Seats are made for each size, and for all sizes of pupils.

Desks made single to seat one pupil, or double to seat two pupils.

We manufacture a lower priced desk called the "Combination" Desk and Seat. We only make the "Combination" Desks and Seats double for two pupils, no single desks of this style are made.



How Many Desks
and Seats do you
Need?

How Many Back
Seats to Start the
Row With?

Desk and Seat Rear Seat to start the row with.

About forty thousand pupils now use this desk and seat in the St. Louis Schools, because it is so economical and so durable, and it can be sold for less money than any other seat made, and of course it enables school officers to economize in expenditure, and invest some money in Maps, Globes, Charts and Blackboards.

When the school house is properly seated, a teacher furnished with these "tools to work with," can do *ten times more* work with them, than without them. Hence in St. Louis where the schools cost about One Million Dollars per year, they economize by using in most of the schools the "Combination" Desks and Seats.

Five Sizes of the "Combination" Desk and Seat are made to suit children of all ages.

Size No. 1, double, seating two persons from 15 to 20 years of age.

Size No. 2, double, seating two persons from 12 to 16 years of age.

Size No. 3, double, First Intermediate School, seating two persons from 10 to 12 years of age.

Size No. 4, double Second Intermediate School, seating two persons from 8 to 11 years of age.

Size No. 5, double, Primary School, seating two persons from 5 to 9 years of age.

Rear seats to correspond with any size desk.

These desks are the plainest and cheapest in price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater and more graceful in design than any other combination seat made. Teachers and School Officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

IS IT ECONOMICAL?

This question is eminently proper. The Home-Made Desks are clumsy and ill-shapen at best; they cost nearly as much as the improved school desks to start with. They soon become loose and rickety, and then they must be replaced by others, and when this is done, you have paid more for your Desks and Seats than the improved style would have cost, and still you have a poor desk. So the question answers itself. **It is Economy** to buy good desks to start with—these will last as long as the school house stands.

In conclusion—if you want your desks and seats on hand and in place in the school room when your school opens, so as to save time and avoid delay, order your desks and seats when you lay the foundation of your school building.

The desks and seats ordered need not be *delivered* until your house is ready, but in order to be sure of them, and to have them in place in the school room, order them when you begin to lay the foundation of your school house. For further information as to the price of School Desks and Seats, Teachers' Desks and Chairs, Maps, Globes, Blackboards, &c., address, before purchasing elsewhere,

THE J. B. MERWIN SCHOOL SUPPLY CO.
1104 Pine Street, ST. LOUIS, MO.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Howard La. } Editors.
J. B. MERWIN.....

WE HOPE our teachers everywhere will enlist the *local papers* to put in short items of what is being done in their schools.

Keep full of hope, sweetness, and light yourself, and this will bring strength and victory.

Get a nine months' term of school voted, and your wages paid promptly at the end of each month, as other State and county officers are paid.

WHAT are the average wages paid the teachers in your State? What is the length of the school term? All important questions—these—because the character of the schools depend upon their answer; and the character and intelligence of the people depend upon the schools.

THE power of the *printed page* and the great benefit of its circulation is in this—if one does not comprehend at once what he reads, he can re-peruse it, if printed—and read and re-read it to others—but if he hear it only, there is no means of obtaining a repetition hence the necessity and power of the *printed page* circulated among the people everywhere.

LOUISIANA.

"It doth appear you are a worthy judge,
You know the law."

—SHAK.

GOV. NICHOLLS, in his message to the Legislature, dwells upon the advantages, importance and growth of the Common Schools. He says:

"The laws can be *improved*, and certain amendments should be made, as suggested in the report of the Superintendent of Public Education. During the session the subject will doubtless receive your attention. It shows an improvement in the matter of schools.

It is supported by the reports of parish treasurers and parish superintendents, now on record in that office and subject to your examination. There has been a large saving in the price of school books; the amount collected for schools last year is larger than heretofore. The length of the average school session has been increased.

This condition should be improved upon, and, if possible, larger appropriations made for the schools, for the welfare of the State is largely involved in them.

* * * * *

The gentleman who so ably and faithfully discharged the duties of State Superintendent has been appointed as Associate Justice of the Supreme Court. In leaving one field of usefulness for another, I desire to bear testimony and express my appreciation of his services, which have during the past two years been of much value and importance to the cause of education.

LOUISIANA STATE NORMAL SCHOOL.

This comparatively new institution is bringing itself rapidly forward into popular favor. Under the management of President Thomas D. Boyd and his experienced corps of teachers, it has made rapid and steady advance. It is suggested by the Board of Administrators that the law creating the school be amended so as to extend the normal course to four years; the first two years to be devoted exclusively to academic teaching by the most approved modern methods; the last two such judicious mixture of this teaching with professional training as has been found productive of the best results.

THE INVENTION OF PRINTING.

"Thou hast caused printing to be used."

—SHAK.

AFTER the invention of printing the attendance on universities diminished. Oxford had 15,000 about the year 1400; 5,000 in 1500, and only 2,600 in 1880.

The university revived learning; the printed book makes learning accessible to the many, and finally, when it gets translated out of Latin into the language of each people, the book makes the wisdom of the race accessible to all. While knowledge was preserved only in manuscripts, and distributed orally at the university, it was necessary that there should be a common speech at the university—a learned language that all could understand, whatever his native dialect, and in which every scholar should write his discoveries.

The Latin language contained all the wit and wisdom extant at that time. But while it proved a great advantage to the scholar, it prevented the common people who knew no Latin from reading the books which had begun to abound in the community. The translation made of the Bible opened up the greatest world treasury to all who could read their native tongue, and led the way to further books in the mother tongue of each of the northern nations of Europe.

The invention of the art of printing changed the function of the higher schools of Europe; it did not destroy them, or render them superfluous. Examinations came into vogue, and classification and grading were perfected. The course of study became more and more disciplinary, and mere information studies were allowed subordinate places.

It is supposed that the study of the classics, Latin and Greek, is retained in our system of higher education because of a blind conservatism which continues the good old way, after all reasons for its existence have vanished. I think that this is a serious mistake.

It is true that the necessity of a common language as the medium of instruction justified the use of Latin at the university of the middle ages. Now, however, it is to be justified on the ground of embryology, as I have already indicated. We study Latin, not because it is the most perfect, or the most flexible, or the most anything—

but because it is the expression of that phase of civilization that enters our own as the most important determining factor—giving us the forms of our institutions and our laws—our methods of science and our literary forms. That Greek is the primitive expression of that nation which gave us the forms of art and science, is a sufficient reason why we are required to study it for a time, in order to understand that strand in our civilization.

The university (and in this paper I have used the word university as synonymous with college, notwithstanding their original difference of meaning, for I notice that the programme of the university extension movement does not include theology, medicine and jurisprudence in its curriculum, but limits itself thus far to the academic or college course in the arts)—the university I say, in our time, has most need of extension. In the age of the newspaper and the universal common school, people all receive primary education, and very many go on, in adult years, to acquire secondary education; very few, however, of the merely "self-educated" now get what may be called a higher education. There is a lack of philosophic insight—of that insight which sees the true moving principle of things. Consequently we have as the highest product of the self-educated multitude mere iconoclasm—mere negative activity and but little constructive effort. The university extension will, when it is fairly inaugurated, give better occupation to this negative phase of culture, by directing it to the study of the origin of institutions, and to the more humanizing work of interpreting literature, art and history.

With the multiplication of public high schools, there has come about in this country a tendency to neglect the college or university. Secondary instruction seems to many of our leaders in education to be more practical than higher education. But if my opinion is well founded, this claim for secondary instruction must be held to be an error. The most practical of all instruction is that which finds the unity of all branches of knowledge, and teaches their human application. Ethics is certainly the most practical of all branches of human learning.

All friends of a sounder education will therefore bid God-speed to this movement for university extension, and all will hope that through it the university standards of thinking and investigating will become known as ideals, and that once well established it will have the effect of increasing the percentage of youth who complete their education in the university itself.

MR. F. BOLLIER, 1505 South 7th street, St. Louis, seeks employment as a Professor. He speaks five or six languages fluently. Address as above.

OUR "AIDS TO SCHOOL DISCIPLINE" interest pupils and parents alike, more than DOUBLE the attendance, prevent tardiness, and greatly relieve the teacher, as they discipline the school.

Address the J. B. Merwin School Supply Co., St. Louis, Mo.



You and I Know all this
TO BE TRUE.

OUR teachers, school officers, and others, interested in the progress and success of our common schools, begin to realize the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long successful, practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with *proper tools to work with* in the school-room, is WORTH from \$10 to \$50 MORE per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The children need these "HELPS" more than any one else.

Provision should be made by every school to furnish these tools to work with without further delay.

Address

The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.



Teachers' Excursion to St. Paul.

"Call it a travel
That thou takest for pleasure."

—SHAK.

For the Annual Meeting of the National Educational Association to be held at St. Paul, Minn., July, 1890, the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY Co. will sell reduced rate excursion tickets from Chicago and all other points on its 5,700 miles of thoroughly equipped road in Illinois, Wisconsin, Minnesota, Iowa, Missouri, South Dakota and North Dakota; and all railroads in the United States will sell excursion tickets to St. Paul and return for this occasion via the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY. For circulars of information containing further particulars, please address A. V. H. CARPENTER, General Passenger Agent, Milwaukee, Wis.

WASHINGTON

D. C.,
EDITIONAmerican Journal of Education
AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D.C. [Editors
J. B. MERWIN, St. Louis.]

Is it not a fact that just in proportion as we employ *competent teachers* and train the children in the common schools into an intelligent, industrious, law-abiding citizenship—just in that proportion we get productive citizens, instead of expensive criminals; industry instead of idleness; intelligence instead of ignorance: hence, the teacher is the most valuable citizen, and his or her compensation should be as liberally and as promptly paid as that of any other county or State officer. Is this the case now?

He gives me gifts most rich and rare
Who gives to me,
Out of the riches of his heart,
True sympathy.

CARLYLE said—these great teachers are the fire-pillars in this dark pilgrimage of mankind; they stand as heavenly signs, everlasting witnesses of what has been, prophetic tokens of what may still be, the revealed, embodied possibilities of the highest in human nature.

WHAT is the length of the common school term in *your State*?

What wages are paid faithful teachers?

Are the school terms long enough to properly educate the children; and are the teachers competent—wise enough to train for American Christian citizenship? Are they liberally compensated.

These are very important questions to every citizen, every parent and every tax-payer.

THE leading teachers in this and other States begin to realize the power of this JOURNAL in helping them to a more liberal and adequate compensation. They are circulating it more extensively in all the States, as State boundaries do not limit the necessity for Education nor the power which intelligence gives over ignorance, nor the justice of properly compensating our teachers.

Our liberal Premiums should be carefully noted; and the attention of other teachers and their friends should be called to them.

THE best schools now—where the best work is done—have illustrative apparatus—Maps, Globes, Blackboards, Charts, etc. Every teacher is entitled to these tools to work with; every school should supply them; because so much more can be done for and with the pupils.

TIMELY ADVICE.

*Therefore fasten your ear on my advicings.
—SHAK.

PROF. H. G. KIEHL, County Commissioner of Franklin County Mo., states clearly and definitely the duties of school directors under the general provision of the *Revised Missouri school law*.

At a meeting of the board held before the fifteenth day of July the board must select some one, it may be a member of the board, for district clerk. This district clerk is elected for a year beginning and ending on the fifteenth day of July. The removal of district clerk is provided for in section 7993. The old clerk must make the annual reports to the clerk of the County Court and County Commissioner before his time expires and before he is allowed any salary as district clerk. The change in the law which fixed the *fifteenth day of July* as the time for change of district clerks was made because the old clerk is supposed to be better acquainted with the records of the district for the year and therefore better prepared to make a correct report. This change should be rigidly observed. It is earnestly desired that boards employ competent clerks. Clerks have considerable work to do and should be paid for it.

Section 7992 entrusts you and your clerk with the care of the property of the district and empowers and requires you to buy the necessary apparatus for the school room. The house must be kept in good condition and repairs. The school room must be kept dry and warm. It should be as nearly uniformly heated as possible so that no pupil be compelled to suffer from cold in one part of the room or from too much heat in another. Ventilation should also be provided for. The grounds too are to be kept in good condition. This is important, for it is necessary that the ground be clean to avoid accidents among children, and dry, that they may have a good play ground and that their feet may not become damp and thus endanger their health. The floor shall be swept and fires made at the expense of the district. This work is paid for out of the incidental fund and not the teacher's fund, and for this reason if a contract is made with the teacher, as such, to do the janitor's work, the contract is not binding.

SCHOOL APPARATUS.

A great demand of our schools may and should be gradually but promptly supplied by the board. Educators generally agree that the work of the modern public school can not be successfully done within the given time without school apparatus. Aids in the forms of charts, maps and so forth may be obtained for almost every subject taught in the common schools but it is especially important that at least a small supply of reading, geographical and mathematical apparatus be furnished without delay. Some of our schoolhouses are virtually without blackboards. This is a grave wrong against the school. The teacher who does not point out such needs or even pretends that these things are not needed should be at once recommended for re-examination.

We regret our inability to find room for the good things said of "Our Commencement Exercises,"—from Maine to California.

Never was the attendance so large as this year, never better results, never more enthusiasm. It would take over twenty such issues as this in which to print what has been sent in the last thirty days.

It is an old story, but a just one. Our teachers should be more liberally compensated in all the States. The terms are too short to secure the best results—and the compensation not yet adequate to secure competent ladies and gentlemen to teach. We ought to improve this condition of things without further delay.

It is wise to take advantage of the beautiful crops and "good-times" to increase somewhat the compensation of our teachers in all the States. We are able to pay a minimum salary of at least \$30.00 per month for a school term lasting nine months of the year.

OUR "Dickens's offer" still holds good. Better avail yourself of it while these fifteen volumes can be secured on these terms. See page 6.

If Mr. Charles Dudley Warner advises to the teachers of the county, or or rather his criticisms, reminds us of a review of a certain cook-book. The reviews suggested that the author furnish an "Alderney cow" with each book. We suggest Mr. Warner furnish the teachers a "library" with his criticisms of their failure to read more widely.

Do not undertake "to make bricks without straw"—nor to teach school without some "tools to work with in the school-room." Both efforts will only result in failures."

MR. L. E. WOLFE, of Moberly, Mo., was nominated for the position of State Superintendent of Public Schools. A gentleman, in position to know just what he is talking about, writes as follows: "He has the ambition and the ability to add to what has already been accomplished, and he will do this—rather than to pull down."

That, you see, is a good statement, and we hope the teachers and the people will help him vigorously—to "add to what has already been accomplished."

It looks at this writing as if we were to have a very large attendance at St. Paul on the meeting of the N. E. A. The St. Paul people are ready to accommodate and welcome *twenty thousand teachers* to that beautiful city.

The Liver

When out of order, involves every organ of the body. Remedies for some other derangement are frequently taken without the least effect, because it is the liver which is the real source of the trouble, and until that is set right there can be no health, strength, or comfort in any part of the system. Mercury, in some form, is a common specific for a sluggish liver; but a far safer and more effective medicine is

Ayer's Pills.

For loss of appetite, bilious troubles, constipation, indigestion, and sick headache, these Pills are unsurpassed.

"For a long time I was a sufferer from stomach, liver, and kidney troubles, experiencing much difficulty in digestion, with severe pains in the lumbar region and other parts of the body. Having tried a variety of remedies, including warm baths, with only temporary relief, about three months ago I began the use of Ayer's Pills, and my health is so much improved that I gladly testify to the superior merits of this medicine."—Manoel Jorge Pereira, Porto, Portugal.

"For the cure of headache, Ayer's Cathartic Pills are the most effective medicine I ever used."—R. K. James, Dorchester, Mass.

"When I feel the need of a cathartic, I take Ayer's Pills, and find them to be more effective than any other pill I ever took."—Mrs. B. C. Grubb, Burwellville, Va.

"I have found in Ayer's Pills, an invaluable remedy for constipation, biliousness, and kindred disorders, peculiar to miasmatic localities. Taken in small and frequent doses, these Pills

Act Well

on the liver, restoring its natural powers, and aiding it in throwing off malarial poisons."—C. F. Alston, Quitman, Texas.

"Whenever I am troubled with constipation, or suffer from loss of appetite, Ayer's Pills set me right again."—A. J. Kiser, Jr., Rock House, Va.

"In 1858, by the advice of a friend, I began the use of Ayer's Pills as a remedy for biliousness, constipation, high fevers, and colds. They served me better than anything I had previously tried, and I have used them in attacks of that sort ever since."—H. W. Hersh, Judsonia, Ark.

Ayer's Pills,

PREPARED BY

DR. J. C. AYER & CO., Lowell, Mass.

Sold by all Druggists and Dealers in Medicine.

DR. J. BALDWIN, President of the Sam. Houston Normal College at Huntsville, Texas, with several of the Professors and their families, and a car-load of teachers from other points in Texas, spent a day in St. Louis last week. Dr. Baldwin and the rest are on the way to the National Educational Association at St. Paul. They propose to spend a day in Chicago, a day in Milwaukee and at other points on the route. They travel in chartered cars under the escort of Col. Gibson, of the C. & N. W. R. R. There are two or three other large delegations from Texas on the way to St. Paul.

Col. and Mrs. Parker are at the great gathering at Galveston. Teachers and people are charmed and captivated with the work being done at Galveston.

Nothing contributes more to the prosperity and profit of these great Educational gatherings—North and South—than this commingling and interchange of ideas and work. We want to see more of this, for the advantages are both great and mutual.

RECENT LITERATURE.

ST. LOUIS may well feel a pride in possessing so able, so conscientious, so unassuming a scholar as Mr. Wm. M. Bryant.

To be sure Mr. Bryant's efforts are mainly exercised in school instruction; but even then it is an instruction which seeks the fullest and most rational development of the pupil, and one which brings into play the clarifying, deepening, and enriching results of constant study. Not but what Mr. Bryant has "taken from the solid day" to prepare and publish various books, such for example, as "*The Philosophy of Landscape Painting*."

Mr. Bryant is undoubtedly one of the most honest and capable of students, and hence any book which he prepares is calculated to benefit the reader and to add to the reputation of our city. The latest of Mr. Bryant's publications—"The World—Energy and its Self Conservation" (Chicago; S. C. Griggs & Co.)—is specially creditable. It is doubtless known to our readers that S. C. Griggs & Co., have like Geo. P. Putnam's Sons, of New York, undertaken to publish standard and representative works even though the demand be limited to the small circle of serious students. Such an undertaking is of the highest value, so that the JOURNAL can sincerely congratulate the firm upon its enterprise as well as upon the co-operation of writers whose names carry authority in the direction of their special studies.

Mr. Bryant's object in the present venture is to show a real harmony where popularly regarded there is utter discord between Physical Science and Mental Philosophy. However unready the times may be to accept such a creed, and whether or not Mr. Bryant's arguments are to be regarded as conclusive, every reader of serious literature will be impressed and profited by the lucidity, close logic, and freedom from conscious bias in the presentation.

The readers of the JOURNAL will find many a difficulty removed, and many a fertile suggestion made in Mr. Bryant's book.

After all it is not the lighter and more generally popular books which give permanent reputation to a town, and even though serious readers be fewer in number, their judgment nevertheless determines the ultimate standing of literary works. It is therefore fortunate for St. Louis that it possesses such a type as Mr. Bryant, for it will be the gainer by work done not for immediate profit and personal advantage, but performed solely from a love of truth and an honest desire to extend its empire.

We recommend Mr. Bryant's book to such of our readers as have been troubled by the "Conflict of Religion and Science," "The Limits of Authority in Matters of Belief," &c., &c.

VOL. V. of Chambers' Encyclopedia—the J. B. Lippencott Co., Phil., Pa.—takes in from "Friday to Humanitarian," with over 800 pages of matter between, embracing among other interesting topics, "Friends," "Friendly Societies," "Fruit," "Garibaldi," "Garriek," "Geography," "Geometry," "Georgia," "Gladstone," "Glasgow," "Goethe," "Government," "Greece," "Benjamin Harrison," by Gen. Lew. Wallace; "Hawthorne," by Geo. Parsons Lathrop; "Victor Hugo," by W. E. Henley. There are five most excellent maps in this volume. Georgia, Germany, Great Britain, Greece-Ancient, and Holland.

VOL. III. of *The Century Dictionary*, published by The Century Co., New York, more than makes good the promises of the two previous volumes in both its extent and its accuracy.

This great work is both a dictionary and a condensed and usable encyclopedia. It is a dictionary, in that it gives the spelling, the pronunciation, and the history of each word, tracing it back to its origin and defining it. It contains upward 300,000 words, which is of course many more than can be found in any other dictionary yet published. The additions are scientific terms, words which have recently come into the language, and important words of earlier date which have been overlooked by the makers of other dictionaries.

All our schools, by giving two or three entertainments could easily secure the whole work in its completeness. Now that the battle of the dictionaries is on, it may be well to state briefly that in *The Century Dictionary* you will have

1. A complete defining dictionary of English words.
 2. A dictionary of etymologies, unequalled by any work yet published.
 3. A standard dictionary of spelling and pronunciation.
 4. An encyclopedia of general information, particularly rich in historical material.
 5. A standard dictionary of mechanical terms.
 6. A comprehensive dictionary of the practical arts and trades, commerce, finance, etc.
 7. A dictionary of scientific terms, giving the result of the very latest thought in every department of science, as biology, botany, zoology, mineralogy, physics, etc.
 8. A dictionary of medicine, surgery, physiology, anatomy, etc.
 9. A dictionary of theological terms.
 10. A dictionary of art and archaeology, mythology, sculpture, music, etc., exquisitely illustrated.
 11. A law dictionary.
 12. A standard reference book of English grammar and philology.
 13. A dictionary of synonyms.
 14. A treasury of quotations.
- S. F. Junkin & Co., 501 Olive Street, St. Louis, are the general agents of the Century Dictionary for this section.

The Forum is to supplement its series of articles on "How I was Educated" by another on an analogous question, viz.: What were the influences—the persons, the circumstances, the books—that have operated most to form the character and occupation of a number of notable scholars and men of letters and science? The contributors to this series will include eight or ten of the foremost men of letters, men of science, teachers, and statesmen, American and foreign.

This magazine should find a place in all our school libraries. Address "The Forum," New York City, New York.

THE readers of the JOURNAL have become accustomed to expecting from Dr. Harris suggestions which are at once stimulating and helpful. Without the epigrammatic style of Emerson, Dr. Harris' writings still contain so much concentrated wisdom, that the reader finds his utterances growing in significance as they become assimilated with time. Indeed, it may be said that those who do not understand or appreciate Dr. Harris, are those whose acquaintance with his work is but slight and superficial; while, on the other hand, those who "drink deep" of the "Flerian Spring" never fail to become his ardent admirers.

All this being true within the knowledge of the countless readers of the JOURNAL, they will be glad to learn that Dr. Harris has recently published "*The Spiritual Sense of Dante's Divine Comedy*."

The work is small in size and correspondingly low in cost; but, like the Sybilline Books, it is to be judged by its value and not by its extent. The reading club has grown in favor as a means of profitable entertainment, and with its growth there has been a rapid increase in the numbers of those who can appreciate in an author the quality of intensiveness as contrasted with that of extensiveness. Hence a work such as Dr. Harris', which comprises within a small compass not merely his own commentary, but also all necessary collateral information, will prove of as great value and interest to the reader as it was of execution by the author. The varied energy of custom necessitates the use of books whose compass is small, because they have been subjected to often-repeated compression, and no one who has not himself essayed such a task, can rightly estimate the skill and labor, and self-denial required for a form of effort which requires, above all else, the convenience of the reader. Even those who do not care for a personal acquaintance with the works of the master-minds in this world's history, must still feel the need of knowing about them; and these will find Dr. Harris' book most satisfactory and wonderfully suggestive. On the other hand, those who, although students, still feel the need of direction from older minds, will find Dr. Harris' latest contribution to literature a treasure-house of suggestions.

Dr. Harris has very properly dedicated the work to Mrs. Beverly Allen, who, beginning her active interest at the very inception of what has since been called "The St. Louis Monument," has never lost interest in "the study of works for spiritual insight."

Citations from the Table of Contents will perhaps most concisely and most surely place before the readers of the JOURNAL the field occupied by the book, and the interests to which it may minister:

In what Sense Hell is Eternal, Why Infants and Heavens Sages are in the Limbo, The Spiritual Sense of Purgatory, Church and State, The Seven Terraces, The Terrestrial Paradise, The Spiritual Sense of Lethe, The Several Heavens, The Poetic Myths, The Sun Myth, Homer's Myth of Hades, The Myths of Plato, The Myths of Virgil, The Myths of Dante, The Doctrine of the Trinity as a Symbol of the Highest Truth.

Such are some of the leading topics treated by Dr. Harris, and it seems to us that no thoughtful person can fail to be interested in and profit by this work.

MR. DENTON J. SNIDER'S "*The Freeburgers*" has called forth all the differences of opinion which accompany any new literary departure. In the first place a prophet is without honor in his own country because his non-prophetic characteristics identify him with one of several opposing factions while his mission brings him into sharp hostility with those who hold by the old lines of procedure. The Freeburgers, in deed, might be taken as symbolizing the antagonism towards what has been termed the St. Louis movement, an antagonism that manifests itself in an infinite variety of ways, and which seems to be based partly upon the belief that honest difference of opinion is an unpardonable arrogance, and partly upon the failure of conservative minds to realize that progress can proceed except along the lines of the past, and of tradition. The inquisitive but honest student who twenty years ago ventured to ask his college professor to illustrate the beauties of the classics treated as an exercise in grammatical rules and mechanical scansion, was saved from conviction of lunacy solely by his success in conventional scholarship, and yet he was the unconscious pioneer in a radical change which has already taken place in the methods of college instruction. The poet Browning has lived to see his writings a subject of conscientious study, though not many years back that study of social problems which forms the substance of his poetical effort excited only the scoffs and sneers which now are indulged in solely by those whose future lies wholly in the past. So, too, the leading representatives of the St. Louis movement are now courted and caressed by those who having by political means possessed themselves of the insignia of sovereignty have discovered the impossibility of perpetuating their government without the support of some appeal stronger than that of the personal, selfish interest. The Freeburgers, like most other novels, has evident defects, but its greatest error or truth will be found to lie in its assumption that the supreme office of the novel is the logical presentation of social problems. This characteristic, is, however, of the spirit of our times; it is marked in the novels of Geo. Eliot, and easily discernible in those of Mrs. Burnett and of Henry James. Moreover, this characteristic is peculiarly American, for introspection and an overmastering interest in the study of special problems are not the creations of Hegelianism or of any other school of metaphysics, but the conditions which have evoked, especially in the West, so ready a response to the efforts of the professed students of mental

philosophy. The past, not as a summation of human effort, but the past as the condition of present progress is the creed of the day, and specially of the vigorous West, unfettered as it is by lustrums of conventions. Experience has shown that however, subtle and incomprehensible the utterances of the metaphysicians, these lead to mental excitation and result in recognizable benefits. Experience has likewise shown, that a mere cultivation of the literary humanities, or the capitalization of all human aspiration yields nothing but dust and ashes, no matter how highly ornamented may be the vase which contains them.

Again, The Freeburgers is "in touch" with prevailing tendencies, even when the purely literary element is ignored or outraged, for even Marion Crawford yields to an influence stronger than himself. The Freeburgers may concede any criticism in regard to literary style, it may grant its lack of the greatest success of the raconteur, it may not dispute the common-places of its characters, and yet it can assert the relative indifference of all of these, and rest its expectations of permanent success upon the lucidity and force with which it presents the essential elements of the strife between the East and the West, the North and the South, and the radical differences between civilizations ever striving to harmonize, but still far from being homogeneous. Mr. Snider seems in his study to have gone to the root of the matter and those who feel in every relation of life the presence in the community of opposing views, will find interest in Mr. Snider's analysis of the New England element, the Southern element, and the Western element. Those who ignoring the supremacy in our own times of the novel as a vehicle of instruction, fear its effect as dissipating serious effort, have nothing to dread from The Freeburgers. Those who read fiction but for amusement have nothing to expect from The Freeburgers, but those who are willing to profit by the studies of honest and capable minds, and who are sufficiently catholic to pass over individual peculiarities, will find sufficient reward in an acquaintance with Mr. Snider's book.

In conclusion, we of St. Louis at least, should remember that as a commentator upon Shakespeare, Homer, Dante, and Goethe, Mr. Snider has taken rank with the ablest writers, and should feel the glow of local patriotism, even though as in the case of political patriotism we fail to investigate personally the grounds of our feeling.

AN able and business-like article entitled "Concerning Corporation Law," by Amos G. Warner, will appear in *The Popular Science Monthly* for July. It points out the main defects in the hotchpotch of laws regarding corporations in the United States, and gives four particulars in which our corporation law could be reformed so as to prevent frauds and secure greater responsibility.

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THE Official Bulletin of the National Educational Association, tells you "What to see in St. Paul and Minneapolis, and how to see it." Send to S. Sherin, Secretary St. Paul Minn. for a copy.

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